

A2.2.2008-328 C.2 V.4b

University of Alberta Library

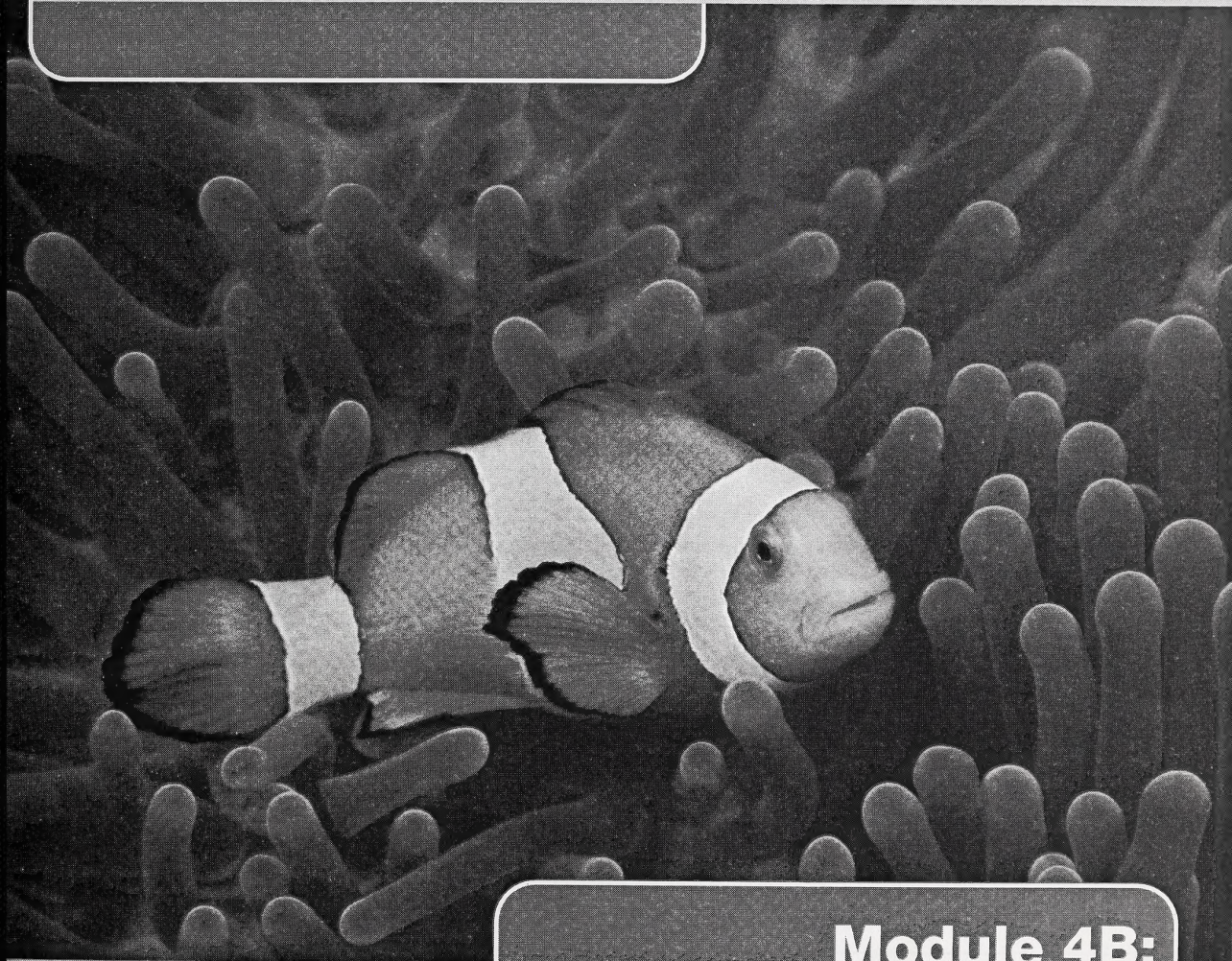


0 1620 3681743 3

3

Grade Three Thematic

Home Instructor's Guide and Assignment Booklet



Module 4B:
What Is Happening?
Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

Grade Three Thematic
Module 4B: What Is Happening?
Home Instructor's Guide: Days 10–18 and Assignment Booklet 4B
Learning Technologies Branch
ISBN 0-7741-2753-8

Cover Art: Photodisc/Getty Images

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2006, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education. This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

Table of Contents

Module 4B: What Is Happening?	5
Learning Outcomes	5
Required Materials	6
Special Activities	7
Suggested Times	8
Additional Resources	8
Daily Summaries	10
Day 10	10
Day 11	12
Day 12	13
Day 13	15
Day 14	16
Day 15	17
Day 16	18
Day 17	19
Day 18	20

Table of Contents

Suggested Responses	21
Day 10	21
Day 11	23
Day 12	23
Day 13	25
Day 14	26
Day 15	27
Day 16	29
Day 17	30
Day 18	31

Module 4B: What Is Happening?

In Module 4B the student explores tunnels, rocks and minerals, and undersea life. Science skills, such as observation, classification, and inquiry, are developed. The student learns more about imported goods and how they are transported to examine economic factors that shape communities and affect quality of life.

The Module 1A Home Instructor's Guide contains information about the role of the home instructor, arranging the learning area, breaks, and assessment. If you do not have access to the Module 1A Home Instructor's Guide, contact your teacher to obtain this important information. This Home Instructor's Guide contains information specific to Module 4B.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for this portion of the module include

- comparing rocks and identifying similarities and differences
- describing and classifying rocks by colour, lustre, texture, presence of carbonates, and hardness
- identifying a sample rock or mineral using a given description
- identifying sources of information and accessing information from those sources
- recognizing the adaptations of an animal to its environment

Social studies outcomes include

- creating and using simple maps
- applying the concept of relative location
- using cardinal and intermediate directions
- understanding terms related to time
- accessing and retrieving factual information
- examining economic factors that shape communities
- distinguishing goods and services imported and exported by communities
- giving examples of methods of transportation and communication in communities

English language arts outcomes include

- reading and spelling contractions and plural nouns
- identifying the main idea and supporting ideas in a paragraph
- drafting ideas and information into paragraphs with a topic sentence and supporting sentences
- identifying types of literature
- appreciating the artistry of an author
- identifying the elements of a friendly letter
- recognizing that humour, sound effects, and poetic effects contribute to audience enjoyment
- reading silently with accuracy and confidence
- reading orally with expression
- editing and revising written work
- adding sufficient details to written work to tell about settings and characters and to sustain a plot
- using pictures and headings to access information
- extracting appropriate facts from oral or print media
- experimenting with ways to generate and organize information
- listing sources of information
- learning proper alignment, shape, and slant for cursive writing
- using standard grammar, spelling, and punctuation in written work

Before beginning this module, borrow library books for shared reading and silent reading. Choose a variety of fiction and non-fiction books, articles, and anthologies about rocks, minerals, tunnels, subways, and undersea life. Look under the heading Additional Resources for suggested titles.

To develop spelling and reading skills in this part of the module, phonics and spelling activities focus on contractions and plural nouns.

Music

Provide a variety of musical opportunities for the student. Play classical and contemporary music selections during appropriate times of the day.

Technology

The student uses the computer for research and for writing assignments.

Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended. You may wish to register your student in swimming lessons or to spend free time at your local pool. Activities introduced in this part of the module include moving in specified directions and following a simple map.

Art

An appreciation for man-made structures is fostered when the student examines photographs of buildings, bridges, and tunnels. The use of rhythm, texture, and pattern is discussed. The student experiments with brush techniques as a crayon-resist background is created. Drawing skills and collage techniques continue to be developed. The student learns that knowledge gained from study can be recorded visually. The student also experiments with chalk drawings and illustrates an original story using chalk.

Required Materials

The student will need the following items for Module 4B:

- Module 4B Student Module Booklet
- Module 4B Assignment Booklet
- *Collections: Beneath the Surface*
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- Writing Folder
- Art Folder
- *Grade Three Thematic Audio CD*, *Grade Three Thematic Multimedia CD*, and CD player or computer with CD drive
- foam trays like those used for baked goods, emery file, nail, flashlight, magnifying glass, unglazed tile, magnet, vinegar, medicine dropper, chalk

- atlas
- rock samples: marble, granite, shale, obsidian, sandstone, pumice, limestone (labelled with numbers 1 to 7)
 - #1: marble – #5: sandstone
 - #2: granite – #6: pumice
 - #3: shale – #7: limestone
 - #4: obsidian

Do not tell the student the names of the rock samples. He or she will match the characteristics to a chart to discover the names.

- mineral samples: quartz, calcite, galena, halite, mica, magnetite (labelled with letters A to F)
 - A: quartz – D: halite
 - B: calcite – E: mica
 - C: galena – F: magnetite

Do not tell the student the names of the mineral samples. He or she will match the characteristics to a chart to discover the names.

Note: The rock and mineral samples can be purchased from a rock shop or school supply store or contact the teacher for information about these samples.

- photographs of structures taken by the student in Module 3
- roll paper or a large sheet of poster paper suitable for a mural
- watercolour paint, wide paintbrush, assorted collage materials
- coloured chalk, liquid starch or buttermilk, sugar
- compass (optional)

Special Activities

Story Selections

Day 11: an assortment of books by Robert Munsch or a collection of audio stories by Robert Munsch

Research

Day 14: Research a favourite ocean animal.

Field Trips

Day 10: field trip to observe a tunnel

Day 14: You may choose to visit an aquarium or museum with a display of undersea animals to do research. (optional)

Day 14: You may choose to visit a local mural. (optional)

Treasure Hunt

Day 17: Prepare a treasure map or a treasure hunt for the physical activity.

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education and Health and Life Skills	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

A variety of picture books about undersea life will add to your student's enjoyment and learning in this module. Your student will do an author study about Robert Munsch. Try to find several books by this author for silent reading and story time. Many Robert Munsch audio stories are available on his website, on audiocassettes, or on CDs. Allowing your student to hear the stories told aloud will greatly enhance the enjoyment of them.

Non-fiction books or magazine articles about rocks, minerals, sunken treasure, and pirates would also be helpful for this part of the module. You may wish to read one of the following resources for story time.

Fiction: Anthologies

The Munschworks Grand Treasury, Robert Munsch
Munschworks 3: The Third Munsch Treasury, Robert Munsch
Munschworks 4: The Fourth Munsch Treasury, Robert Munsch

Fiction: Novels

The Chalk Box Kid, Clyde Robert Bulla
A Dolphin Named Bob, Twig C. George
Dolphin Treasure: Baby to the Rescue!, Wayne Grover
Dolphins at Daybreak, Mary Pope Osborne
Pirates Past Noon, Mary Pope Osborne

Fiction: Short Stories and Picture Books

a selection of books by Robert Munsch

Down in the Subway, Miriam Cohen
Grandma and the Pirates, Phoebe Gilman
Subway Sonata, Patricia Lakin
The Great White Man-Eating Shark: A Cautionary Tale, Margaret Mahy
Captain Abdul's Pirate School, Colin McNaughton
Edward and the Pirates, David McPhail
Pirate Diary: The Journal of Jake Carpenter, Richard Platt
A Swim Through the Sea, Kristen Joy Pratt

Non-Fiction

Coral Reef, Norman Barrett
Dive! A Book of Deep-Sea Creatures, Melvin Berger
Sharks: Challengers of the Deep, Mary M. Cerullo
Hello, Fish!: Visiting the Coral Reef, Sylvia A. Earle
Coral Reef Feeders, Eric Ethan
Sunken Treasure, Gail Gibbons
Tunnels, Tracks, and Trains; Building a Subway, Joan Hewett
Tunnels Go Underground, Lee S. Hill
Coral Reefs, Dwight Holing
Ocean, Miranda MacQuitty
Pirate, Richard Platt
Animals of the Oceans, Stephen Savage

Internet

Try using the keywords *Robert Munsch*, *subway*, or *marine animals*. To research a specific sea animal, search using the animal's name.

- *The Official Robert Munsch Website*
<http://www.robertmunsch.com>
- *ReefNews*
<http://www.reefnews.com>

Audiocassettes and Video

Several individual Robert Munsch books are available on audiocassette or video.

The following Robert Munsch story collections are available on audiocassettes:

- *Robert Munsch Favorite Stories*, Robert Munsch, by Kid Tune's Distributor
- *Robert Munsch #2*, Robert Munsch, by Kid Tune's Distributor
- *More Munsch Cassette*, Robert Munsch, by Kid Tune's Distributor
- *Robert Munsch #4*, Robert Munsch, by Kid Tune's Distributor

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 10

Learning Outcomes

Today begins with a discussion of solving problems. The concept of tunnels as underground structures and their uses is begun. Strategies for reading non-fiction are investigated, with a closer look at main ideas and supporting ideas. The spelling list for the module, consisting of contractions, is introduced in the spelling pre-test. Phonics concepts of *r*-controlled vowels, the sounds of *y*, and consonant blends are reviewed. Uppercase *J* is practised in handwriting. Rhythm and texture in structures is discussed.

Materials You Need Today

- photographs of structures taken by the student in Module 3

Getting Started

Read the following story to the student.

Not now, but just before now, in the time when moles didn't know how to dig tunnels, Molly Mole had her first big adventure.

And it almost didn't have a happy ending. But wait! I'm getting ahead of myself.

Molly Mole loved gathering rocks, and she liked bragging about them to her best friend and rival collector, Billy Beaver.

One fateful day, in spite of her mother's warning, Molly followed the meadow shortcut to Billy Beaver's pond. She could hardly wait to see Billy's surprised face when he saw the pink, glassy stone that she'd found by the creek bed.

Usually she watched carefully for Orion Owl, who enjoyed mole snacks, but today she was distracted. And then it happened . . .

A huge winged shadow swooped toward her. To escape, she leaped into a deep, dark, nasty hole. She scratched and scratched at the slippery, slimy walls, but she couldn't climb out. Besides, Orion Owl was perched at the top of the hole, and he wasn't going away.

First, Molly cried. Then she called and called for help. Finally, she sat down to think. She thought and thought. Absentmindedly, she tugged on a long root. An arch-shaped hole appeared. The more she pulled and wiggled the root, the larger the hole became.

"Now I know what I must do," she said to herself.

Ask the student to think of an ending for the story. How can Molly Mole solve her problem? The student can tell the ending orally.

Tunnels

The student thinks about what he or she knows about tunnels and answers some questions about tunnels. A web is completed to list the types of tunnels the student is familiar with.

Today's reading selection is a non-fiction article about tunnels. The student finds the main idea and the supporting ideas in paragraphs. Be sure your student understands what a paragraph is and how to tell when one paragraph ends and another begins. If necessary, review the fact that paragraphs are usually indented.

You will read aloud several of the pages in this article so that the student can concentrate on identifying the main idea and supporting ideas. This may be difficult for your student at first, and you may need to guide and support the student through the exercises.

By the time the student reaches the exercise in the Assignment Booklet, he or she should be able to complete the work independently.

Spelling

The spelling words for Days 10–18 include seven high-frequency contractions. Dictate the words when the student is ready to write the pre-test.

Say each word. Say the word in a simple sentence and then repeat the word.

These are the spelling words:

- | | | | |
|----------|----------|------------|-----------|
| • don't | • wasn't | • they're | • there's |
| • didn't | • you'll | • couldn't | |

Phonics

In this lesson the student reviews the phonics skills that have been taught in this unit. Listen as the student reads aloud the word list at the top of page 85. If the student is still having difficulty decoding words containing consonant digraphs, consonant blends, the letter *y*, or *r*-controlled vowels, spend some time reteaching these sounds. Look back through the exercises in Unit 3 and discuss the rules for each skill. Pages 86, 87, and 88 may be completed for extra practice with the skills.

When the student is ready, ask that the Unit 3 Checkup pages 89 and 90 be completed independently. These pages will be sent to the teacher for marking.

Man-Made Structures

This activity discusses how engineers, architects, and builders enhance buildings and structures by adding decorative or repetitive elements. The student looks at photographs in the Student Module Booklet and then views his or her own photographs from Module 3. If your student does not have photographs from Module 3, magazine photographs of man-made structures may be used. Photographs from the Internet or an encyclopedia could also be used. The student will need at least two photographs or copies of photographs for the Assignment Booklet activity.

A Tunnel in My Community

If possible, go on a field trip to a tunnel. The student is asked to sketch the shape of the entrance, to tell what the tunnel is used for, and to add any other observations that he or she can. Call the student's attention to the types of materials that were used to construct the tunnel. Ask if there are any repeating elements or decorative features.

If you live in a city, it may be possible to view several types of tunnels. Try to include examples of pedestrian tunnels, tunnels for cars and trucks, train or transit tunnels, and underground tunnels used for telephone, sewer, and utility cables. Ensure the student uses safety precautions when viewing tunnels.

Day 11

Learning Outcomes

Subways as underground structures are investigated. An exploration of Robert Munsch as an author is begun with a listening activity. Multiple-choice questions are practised. Spelling words are practised, and challenge words are selected. Contractions are further investigated. Uppercase *T* is practised in handwriting. The vinegar acid test is performed on the rock samples, and the cleavage of the rocks is investigated and recorded.

Materials You Need Today

- books about subways (optional)
- *Grade Three Thematic Audio* CD and CD player or computer with CD drive
- Internet access (optional)
- rock samples labelled #1 to #7
- white vinegar, chalk, medicine dropper, plastic cups

Getting Started

The day begins with a discussion about subways. If your student has never seen a subway or had any experiences with subways, you may want to spend some time looking at pictures of subways in books, an encyclopedia, or on the Internet. Better yet, travel to a nearby city with a subway system. For example, Edmonton's Light Rail Transit (LRT) has underground sections in the downtown area. The student should understand that subways are trains that travel below the streets and buildings in a city.

“Jonathan Cleaned Up”

The student will listen to an oral version of a Robert Munsch story. To fully understand the storytelling skills and how the use of expression and sound effects add to the story, it is important that the student have a chance to actually listen to the author. The author study and activities relating to this story are designed to help the student see authors as real people. Visiting the Robert Munsch website is highly recommended. The student can read an autobiography, find out about new stories, and listen to stories that have been recorded by the author. On Day 12 the student will write a letter to Robert Munsch.

Spelling

Point out any words that were misspelled in the pre-test and help the student spell them correctly. Be sure that the apostrophe is included in each word. The student will learn more about the apostrophe in today's phonics lesson.

Help the student choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in the student's written work, assign them as challenge words. Some other words you may want to consider are

- | | | |
|--------------|---------------|-------------|
| • tunnel | • coral | • would |
| • subway | • contraction | • creatures |
| • apostrophe | • treasure | • ocean |

Working with Rock Samples

In today's science activity, the student learns how to do a vinegar acid test to determine the presence of carbonates in rocks. The cleavage or breakage of rocks is also discussed. The student completes the Rock Chart from Day 6 of this module.

The completed Rock Chart is compared to a key, and the student tries to determine the names of his or her rock samples. Encourage the student to use his or her own ideas as much as possible, but, if your student has a great deal of difficulty with this activity, call his or her attention to unique characteristics of the rocks. For example, only obsidian is black, only limestone and marble fizz with an acid test, and only sandstone has a sandy or red colour. The student can use the process of elimination to help determine the names of the rocks. Remember, the problem-solving process is as important as getting the right answer!

Day 12

Learning Outcomes

Exaggeration is discussed as a technique for creating humour in the story “Jonathan Cleaned Up—Then He Heard a Sound” and how the character solved his problem. The student writes a letter to the author Robert Munsch. The study of contractions is continued. The uppercase *F* is practised in handwriting. Goods and services are revisited. The student begins investigating six mineral samples.

Materials You Need Today

- envelope and stamp
- mineral samples labelled A to F

Getting Started

The day begins with a discussion about the types of stories or jokes that make the student laugh. Humour is a very personal experience; help the student understand that different people find different things humorous. Many people laugh at surprising twists, word play, or funny mental images. Discuss the kinds of things that you find humorous.

“Jonathan Cleaned Up”

The student thinks about the techniques that Robert Munsch uses to make the stories interesting and funny. Techniques such as varying the tone of voice, loudness of voice, and speed of reading are used. Robert Munsch also uses sound effects, makes up exaggerated voices, and encourages children to join in on repetitive parts of stories.

You and your student will take turns reading the pages of the story “Jonathan Cleaned Up—Then He Heard a Sound.” The student is asked to use expression and to make up funny voices for the characters. When you read the pages, try to model how this can be done.

The student is asked to think of alternative ways that Jonathan could have solved the problem. Encourage your student to be creative in this question.

Write a Letter

If your student does not recall the parts of a friendly letter, you may wish to go back to Module 3, Day 13 to review the terms.

Assist the student in editing the letter. Remind the student that if he or she would like an answer to the letter, Robert Munsch must be able to read and understand the letter. The address on the envelope must also be done correctly if it is to reach the right address in Ontario.

Phonics

Write the list of contractions and their longer forms on the chalkboard or whiteboard. Ask the student to find the letters that were left out in each case.

Example

didn't	did not	The <i>o</i> was left out in the contraction.
you've	you have	The <i>ha</i> was left out in the contraction.

Goods and Services

The student continues to discuss goods and services and relates them to your community. The idea of exporting goods and services to other communities is discussed. Later in this course, the student will examine goods in your home and local stores to learn more about how goods are imported.

The student learns that services may also be sold in other communities. Discuss with the student services that may originate in your community but are sold in other communities as well. Communication services, such as newspapers and local radio or television stations, may be used in other communities as well. Local companies that provide construction services, transportation services, maintenance services, or medical services may travel to other communities to sell their work. Such things as tourist attractions, restaurants, and cultural events may attract people from other communities to your community.

Working with Mineral Samples

The mineral samples are examined and tested in the same manner that the rock samples were studied. A Mineral Chart is started in today's lesson. Allow the student to work independently as much as possible in this activity.

Day 13

Learning Outcomes

The student explores the oceans of the world in preparation for reading a photo essay about coral reefs. Contractions are further practised. The cursive uppercase letters *I*, *J*, *T*, and *F* are reviewed and demonstrated. The vinegar acid test, streak test, and a magnetic test are conducted on the mineral samples. The minerals are identified using the results for all of the tests conducted.

Materials You Need Today

- mineral samples labelled A to F, magnifying glass, unglazed tile or the unfinished back of a glazed tile, magnet, vinegar, medicine dropper

Getting Started

Discuss the student's experiences with undersea animals. Has the student ever gone to an aquarium? Has the student watched television programs or videos about ocean animals?

The student is asked to name some ocean animals and to list them. You may need to provide some help with spelling, but encourage the student to try the simpler words independently.

At Home on a Reef

Today's reading selection is a non-fiction photo essay about coral reefs and the animals that live near reefs.

The student looks through the photographs and reads the headings to prepare for reading the essay. The student is asked to read through each section, locate any unfamiliar words, decode the words using appropriate strategies, and find the meaning of the words using a dictionary.

The student will probably find several words that are unfamiliar in the selections. Assist the student in decoding the words and understanding the dictionary definitions. When the student understands the vocabulary, he or she should reread the selection and answer the questions in the Student Module Booklet. The student may need to look at the photographs to answer some of the questions.

Working with Mineral Samples

The last three tests are done with the mineral samples, and the student records the results on the Mineral Chart. The student then compares his or her results to the key and tries to determine the name of each labelled sample mineral. If the student had difficulty with this, tell him or her to look first at the samples that are unique in some way (for example, only one mineral is magnetic, only one mineral contains carbonates, only one mineral leaves a black streak). When those minerals have been named, it will be easier to find the names of the remaining samples through elimination. Encourage the student to use his or her own problem-solving strategies as this activity is completed.

Day 14

Learning Outcomes

The day begins with a consideration of context as a strategy for determining the meaning of a word. Facts about reef-dwelling animals are retrieved and recorded in web format. Spelling words are practised with sentence dictation. Contractions are further investigated. Uppercase *M* is practised in handwriting. The student researches a sea animal and begins to create an undersea mural.

Materials You Need Today

- resources to research an ocean animal: Internet access, encyclopedia or encyclopedia computer program, or non-fiction resource books
- roll paper or poster paper appropriate for a large mural, watercolour paint, wide paintbrush, wax crayons

Getting Started

The student reviews strategies for determining the meaning of unfamiliar words. Encourage the student to develop strategies such as using context and grammatical clues, rereading, and using a dictionary. The student should work toward using these strategies independently.

At Home on a Reef

The student reads the next four sections in the photo essay and thinks about unfamiliar words. A web is created to note facts that were discovered about each underwater animal.

Spelling

Remind the student that the sentences may be statements, questions, commands, or exclamations. The student should think about what type of sentence it is before adding the punctuation.

Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the spelling word.
- Dictate (say) the complete sentence. Repeat the spelling word.
- Pause for a moment and then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until all the sentences have been written.

Dictation Sentences

- **don't:** Don't do that!
- **didn't:** I didn't want to go.
- **wasn't:** He wasn't at school today.
- **you'll:** You'll have to finish your work.
- **they're:** They're at the store.
- **couldn't:** Why couldn't she go?
- **there's:** There's your pencil.

Your Favourite Undersea Animal

In this activity the student chooses a favourite undersea animal and uses research methods to discover at least five facts about this animal. Support the student by helping him or her locate relevant information, reading aloud material that is too difficult for the student, and reminding the student to record the title and author of sources that were used.

One of the most difficult skills for many children is extracting the important information and discarding the irrelevant or unimportant information. Keep reminding the student of the purpose of the research. Ask questions such as “Does that fact tell something about (the chosen sea creature)? Is that something a reader would be interested in knowing? Did you know that before? Do you think other people know that? Do you think that’s a cool fact? What else is unique or special about this animal?” Ensure the student has used at least two sources of information.

The facts are noted in a web format in the Assignment Booklet. These facts will be used to write an article about the animal on Day 15.

Make a Mural

Discuss your student’s experiences with murals. If possible, view a mural with the student and discuss the subject matter of the mural and the artistic techniques that were used. Look for use of perspective, texture, and rhythm.

To begin the planning process, encourage the student to make a rough sketch of the background for a mural. The student will use a crayon-resist technique to create a background for the mural. On Day 15 undersea animals will be added to the mural.

Day 15

Learning Outcomes

The student recalls animal adaptations and looks at the adaptations of sea creatures. An article is written based on the research completed yesterday about a sea creature. The concept of a topic sentence and supporting sentences is introduced and applied. The student does an investigation of where the foods in his or her kitchen came from. Ocean animals are added to the mural created last day. The study of contractions continues, and the cursive uppercase *N* is practised.

Materials You Need Today

- felt pens, glue, scissors, aluminium foil, tissue paper, and assorted collage materials

Getting Started

The day begins with a discussion about animal adaptations. The student thinks about adaptations that undersea animals have.

At Home on a Reef

The student finishes reading “Coral: At Home on a Reef.” After reading the articles, the student writes about the special adaptations of reef animals.

Your Favourite Undersea Animal

The “cool facts” about an undersea animal that were researched on Day 14 are used to create a short article. Headings, topic sentences, and supporting sentences are discussed. The student writes, edits, and rewrites the article by following the steps of the writing process and the guidelines discussed in the Student Module Booklet.

Where Does Your Food Come From?

This activity is designed to teach the student more about how goods are exchanged between provinces and countries. The student looks through packaged food in your home to discover where the foods originated. Show the student where to look on the labels for this information and assist the student in preparing a list of provinces and countries that produced the food. Later in the module, the student will locate these places on a map.

Make a Mural

Undersea animals are added to the mural that was begun yesterday. The student may choose to draw the animals directly on the painted mural with felt pens, or a collage technique may be used. Ask the student to read through the directions before beginning to create the animals.

Day 16

Learning Outcomes

The day begins with a non-fiction article about searching for undersea treasures from sunken ships. The structure of non-fiction and how information is presented are discussed. The student puts events in sequence. Spelling words are studied. Plurals are investigated. The uppercase *H* is practised in handwriting. The transportation of goods is discussed. The student creates a story map and uses it to write the first draft of an adventure story set in the past.

Materials You Need Today

- atlas

Getting Started

A discussion about sunken ships and underwater treasures begins the day.

“Treasures of the Deep”

The student reads the first part of a non-fiction article entitled “Treasures of the Deep” to learn about Spanish galleons, the treasures they carried, and the dangers they faced. Continue to encourage the student to use context and dictionary skills to find the meaning of unfamiliar words.

The student puts the events of a shipwreck in order and then draws and orders illustrations of the events. The drawings are used to retell the story.

Moving Goods

The student learns that, even long ago, countries imported and moved goods about. The student thinks about modern ways to move goods. On Day 15 a list of food origins was made. Help the student find the location of each country on the list and discuss how goods are probably transported from that country to the student's home. Be sure that the student understands that goods from other continents that travel over water are transported by airplane or ship. North American goods that travel over land may be transported in trains, trucks, or airplanes.

Write an Adventure Story

The student uses a story map to plan an adventure story. The story map events are used to write a fictional story. The student may use a computer word-processing program to write the story. Encourage correct keyboarding.

Day 17

Learning Outcomes

The student begins the day by reading the beginning of a fictional journal entry written by a young Spanish cabin boy and finishing the journal entry. The student practises reading for information by completing the article about searching for undersea treasure. Spelling words are reviewed. Plurals are further practised. The uppercase *K* is practised. Intermediate directions on a map are introduced, and a map is created. The student edits the adventure story written last day.

Materials You Need Today

- compass (optional)
- treasure map prepared by the home instructor

Getting Started

In today's first activity, the student reads a fictional journal page by a young Spanish cabin boy. Discuss the journal page with the student. The student can then brainstorm some endings and choose one to write about.

“Treasures of the Deep”

The last two sections of this article are read. The emphasis is on reading for information. Encourage the student to reread a section if he or she has difficulty with the questions in the Student Module Booklet.

Map Skills

The student is introduced to the intermediate directions: southwest, southeast, northwest, and northeast.

Physical Education And Health and Life Skills

This activity may be done indoors or outdoors. First review the cardinal directions: north, south, east, and west. Be sure the student understands and can respond to these directions. Play a game and ask that the student hop, jump, skip, run, or crawl to the north, south, east, or west. When the student can respond well to the cardinal directions, introduce the intermediate directions. If you are doing the activity indoors, you can attach cards to the walls to show the cardinal and intermediate directions. Ask the student to move in different ways using the directions southeast, southwest, northeast, and northwest.

Prepare a treasure map for the student to follow. Draw symbols to represent features of your home or yard. Write specific directions by the symbols, such as start at the spruce tree, take ten giant steps to the southeast, turn toward the north, take six more giant steps, etc. The student should read and follow directions to arrive at a hidden “treasure.”

You may wish to prepare the map to start the student on the treasure hunt and then hide other maps, clues, or directions for the student to discover as he or she progresses through the hunt. For example, draw a map that directs the student to a shed; then, inside the shed, tape another map or set of directions. Continue providing clues until the student reaches the treasure.

It is fun to hide a treat for the “treasure”—perhaps a snack, pack of gum, or another small surprise.

Edit Your Story

The student edits the story written on Day 16. Encourage the student to add details to the story to make it more interesting. You may be able to suggest ways that the student can provide more details about the characters, the setting, the events, or the ending of the story. If the student uses a computer to write, it is easy to add more information in appropriate places. Show the student how to use arrows or cut and paste sentences from the original story to add details.

Day 18

Learning Outcomes

The student selects favourite ways of gathering, organizing, and sharing information. Water transportation in the past is investigated. The student completes a final copy of the adventure story. The spelling test for this module is completed. The concept of plurals is extended. The cursive uppercase letters *M*, *N*, *H*, and *K* are reviewed and demonstrated. Chalk is used as a medium to create an illustration for the student’s adventure story. The student shares work from this module with others.

Materials You Need Today

- coloured chalk, liquid starch or buttermilk, sugar

Getting Started

The student reads a short poem about the topics covered in this module and indicates his or her favourite ways to gather, organize, and share information.

Water Transportation in the Past

This activity is designed to review the skills the student has learned about reading for information. The student reads a short article and uses the information to complete a chart. The student may also use a dictionary or encyclopedia if necessary, but most of the information can be found by using context and facts from the article.

Spelling

Say each word. Say the word in a sentence and repeat the word. Also test the student on the challenge words that were decided upon.

These are the spelling words:

- don't
- wasn't
- they're
- there's
- didn't
- you'll
- couldn't

Sharing Your Work

The student is instructed to share two examples of work that he or she is particularly proud of. As the student looks through the work, discuss the progress that has been made in various skills. Ask the student if he or she has reached any of the goals that were discussed at the beginning of Module 4A. Discuss goals that the student may like to work toward in the next module.

Suggested Responses

Answers do not have to be in complete sentences.

Day 10

1. Answers will vary depending upon which problem-solving methods your student has used. All of the answers are ways to solve problems.
2. A tunnel is an underground passageway.
3. All three answers should be circled.
4. Some machines that are used to dig tunnels are boring machines.
5. Tunnels are planned and designed by soil experts and engineers.
6. The answers may include pedestrian (walking) tunnels, vehicle tunnels, train tunnels, subway tunnels, tunnels for water, tunnels for sewers, tunnels for utility lines or telephone lines, and mine tunnels.
7. 40
8. Etta Kaner
9. Stephen MacEachern
10. Gilbert Duclos

11. "Amazing Ancient Tunnels"

12. "Tunnelling Through Rock"

13. to 22. The student's answers may not be exactly the same as the sample answers, but they should reflect the same general idea. The student should use his or her own words rather than copying sentences directly.

13. Tunnels are usually built to make transportation easier.

14. • carry cars • carry subways • carry trains
• may carry fresh water • may hold gas lines • may hold telephone lines
• may hold electrical lines • may run under streets • may carry sewage

15. Tunnels must be strong.

16. • engineers concerned about strength
• may go under city streets
• may go through a mountain
• may go under water
• tonnes of soil, rock, or water above
• shape of a tunnel important

17. An arched shape is strongest.

18. circular tunnel: The drawing should show a circular opening for a tunnel.

basket-handle tunnel: The drawing should show a wide tunnel with two or more roads inside. It should be shaped like a wide basket handle.

vertical sidewall tunnel: The sides of the tunnel should be straight and the bottom flat.

19. Engineers must know what is under the ground before planning a tunnel.

20. Tunnels can be built through earth or rock.

21. Tunnels were made long ago using only hand tools.

Phonics

Page 85

- | | | |
|-------------|------------|-------------|
| 1. backpack | 2. blanket | 3. computer |
| 4. crow | 5. dragon | 6. flag |
| 7. glove | 8. monkey | 9. purse |
| 10. report | 11. spoon | 12. swing |
| 13. thirty | 14. tiger | 15. wheel |

22. rough or bumpy

23. The tunnel entrances are rectangular.

24. The tunnels are used by trains and trolleys.

Day 11

1. Robert N. Munsch
2. twenty million
3. Guelph, Ontario
4. Answers will vary depending upon the student's experiences with Robert Munsch books. The student may have read or heard *Paperbag Princess* in the last module.
5. His house suddenly became a subway station.
6. The people from the train made a mess.
7. No
8. it was the last stop
9. "Go to City Hall."
10. He brought blackberry jam for the old man behind the computer, and the old man changed the station.
11. Jonathan told the old man to move the subway station to the mayor's office.
12. All the spelling words contain apostrophes. All the words are contractions.
13. The student should have circled each apostrophe.
14.

didn't	• was not
you'll	• do not
wasn't	• you will
don't	• did not
15.

couldn't	• they are
there's	• could not
they're	• there is
16. The chalk fizzed and bubbled.

Day 12

1. The answer will vary depending upon whether your student found this story humorous. The student should explain why or why not. Accept any reasonable answers.
2. No. A subway could not suddenly come through someone's home.

3. Robert Munsch has Jonathan's home suddenly become a subway stop. Then he describes the mess left by all of the people.
4. Answers will vary. The answer should reflect some part of the story.
5. The answer should tell about a time that the student had to clean up a mess.
6. Jonathan probably felt angry, frustrated, unhappy, annoyed, irritated, or upset. Accept any word that describes a feeling that would be associated with having to clean up a mess made by others.
7. The words are written in capital letters to show that they are shouted or spoken loudly.
8. Accept any answer that tells of a way that Jonathan could solve the problem of the subway station being in his house. Accept silly or funny solutions. For example, the student may suggest putting an iron gate on the wall so the people can't tramp through the house or building a new hallway from the station to the outdoors.
- 9.

heading →

#12 Forest Cottage Street
Great Woods, Alberta
A3C 2B4
February 22, 2005

greeting →

Dear Bears,

body →

I am sorry I ate your porridge and messed up your beds. I am really sorry that I broke Little Bear's chair. I'd be happy to pay for the chair. Come to my house for muffins and milk next week.

closing →

Yours sincerely,

signature →

Goldilocks

10. The visual images that the student saw should reflect something discussed in the poem.
11. Accept any answer that reflects a visual image from the poem.
12. wasn't they're
13. was not o
they are a

Phonics

Page 93

- | | | |
|------------------|---------------------|----------------------|
| 1. is not o | 5. you have ha | 9. they have ha |
| 2. there is i | 6. it is i | 10. could not o |
| 3. have not o | 7. let us u | 11. he is i |
| 4. would not o | 8. do not o | |

14. paleontologists
15. They do a service.
16. Paleontologists find information about the history of plants and animals.
17. Answers will vary depending upon the local industries in your area. Some possible answers are any type of livestock, grain, milk, eggs, vegetables, oil or gas products, forest products, manufactured products, minerals or other mined products, crafts, artwork, books, and magazines.
18. Minerals are made up of crystals and are neither plant- nor animal-based. Rocks may contain a variety of minerals and other substances mixed together.

Day 13

1. Accept any ocean-dwelling animals. Some common undersea animals include any type of fish, any type of shark, octopus, squid, crab, lobster, shellfish, coral, sea worm, sea anemone, or eel.
2. This selection is a photo essay.
3. It begins on page 4.
4. **True** There are lots of bright, vivid photographs.
False There are pale-coloured drawings.
True The essay has several different headings.
False It has chapters.
5. The coral reef is like a neighborhood.
6. Answers will vary depending upon which words were unfamiliar to your student. The words *tentacles* or *creature* may be unfamiliar.
7. file shell
8. The tentacles are around the open edges of the shell.
9. The file shell has sticky threads that attach it to the reef.
10. Answers will vary depending upon which words were unfamiliar to your student. The words *polyps*, *violet*, *lobster*, *enemies*, or *thousands* may be unfamiliar.
11. polyps
12. white-tip reef shark, violet-spotted reef lobster
13. claws
14. do not o did not o was not o you will wi they are a
 could not o there is i

1. I'm, isn't, we're, I've
2. weren't, wouldn't, it's, didn't
3. you'll, you're, let's, wasn't, we'll
4. that's, they'll, won't, aren't, shouldn't
5. It's
6. I've
7. we'll
8. aren't
9. won't

15. It bubbles and fizzes.
16. There is an attraction between some metals and the magnet.
17. Answers will vary depending upon the materials in your home. Common objects that are magnetic include metal spoons, forks, knives, nails, cupboard handles, metal furniture parts, scissors, paper clips, fingernail files and clippers, refrigerator, stove, and other metal objects.

Day 14

1. violet-spotted reef lobster
2. This tells you that a crustacean must be a type of animal.
3. *Crustacean* is a noun.
4. A crustacean is an animal that has a hard shell, five pairs of legs, and lives mostly in the water. Crabs, lobster, and shrimp are crustaceans.
5. Answers will vary depending upon which words were unfamiliar to your student. The words *triplefin*, *sightseeing*, *propping*, or *creatures* may be unfamiliar.
6. Answers will vary depending upon which words were unfamiliar to your student. The word *disappears* may be unfamiliar.
7. The following facts about Christmas-tree worms may have been noted:
 - look like Christmas trees
 - brightly coloured
 - live in a hard tube
 - disappear into the tube
 - hard tube has a sharp spike
 - fish can't eat hard tube

8. The following facts about the nudibranch may have been noted:

- looks like a snail without a shell
- white and pink with black stripes
- lives in the coral
- eats algae
- bright colours warn that it tastes bad

The following facts about the octopus may have been noted:

- hides in holes
- eats crabs and other creatures
- arms have suckers
- uses arms to grab prey

Phonics

Page 95

The following contractions should be circled.

There's
I'd
That's
we've
You're
I'd

It's
Let's
isn't
we're
You'd
We'll

I'm
Here's
we're
Wouldn't
I'll
I'd

- | | | |
|-------------|---------------|---------------|
| 1. There is | 2. It is | 3. I am |
| 4. I would | 5. Let us | 6. Here is |
| 7. That is | 8. is not | 9. we are |
| 10. we have | 11. we are | 12. Would not |
| 13. You are | 14. You would | 15. I will |
| 16. I would | 17. We will | 18. I would |

9. Accept any animal that lives in the ocean.

10. The student should tell how he or she plans to find facts about the animal. Possible ways to research include searching the Internet, using an encyclopedia or an encyclopedia program, using non-fiction resource books, visiting a museum or aquarium, or interviewing someone who knows about ocean animals.

Day 15

1. tentacles to catch food or sticky threads to attach itself to the reef
2. a hard, sharp tube to hide in
3. sucker-covered arms that grab its prey
4. a tiny mouth at the end of a long, pointy snout to pull polyps from their coral houses
5. This adaptation helps the fish get food.

6. speckled skin or ability to dart quickly
7. This adaptation helps the fish hide from enemies and get food.
8. a long body shaped like coral
9. This adaptation helps the fish get food.
10. a long, skinny body or feathery nostrils
11. This adaptation helps the eel hide from enemies and get food.
12. It looks like a leaf.
13. This adaptation helps the fish get food.
14. Answers will vary depending upon which animal your student chose to research. The answer should accurately reflect an adaptation of the animal.
15. The student should make up a heading for the article similar to the headings in "Coral: At Home on a Reef."
16. The sentence should include the name of the animal and something important about it.
17. The supporting sentences should incorporate the facts from the Day 14: Assignment 8 "cool facts" web.
18. **could not** couldn't **we have** we've
you are you're **does not** doesn't
he is he's **they will** they'll

Phonics

Page 96

- | | | | |
|-------------|-----------|------------|--------------|
| 1. I'm | 2. aren't | 3. can't | 4. shouldn't |
| 5. couldn't | 6. didn't | 7. he's | 8. we'll |
| 9. doesn't | 10. let's | 11. here's | 12. you'll |
| 13. I've | 14. won't | 15. you're | 16. they've |
| 17. she's | 18. we've | 19. I'll | 20. it's |

19. Answers will vary. Many people grow food in a garden. Some people who live in rural areas raise animals for meat. You may have fruit trees in your yard. Some people hunt birds and animals for food.
20. Yes. All families buy some of their food from a store.
21. The country and province names should accurately list the places where the food originated.
22. The student should count the number of provinces and countries that were listed.

Day 16

1. This selection is a non-fiction article.
2. 68
3. 2
4. An *e* at the end of a word is usually a silent letter.
5. "Searching for Treasure"
6. "A Ship Sinks"
7. Spanish sailing ships
8. storms
9. hurricanes, coral reefs, pirates
10. **3** The Concepción hits the deadly reef called the Silver Bank.
2 A hurricane snaps the Concepción's masts.
4 Sailors throw bars of silver onto the reef.
1 The Concepción leaves Cuba with a cargo of gold and silver.
5 The Concepción and its treasure sink to the bottom of the sea.
11. The *s* at the end of each word should be circled.
12. treasures sharks storms pirates
13. The *es* at the end of each word should be circled.

Phonics

Page 97

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. boxes | 2. bricks | 3. coat | 4. dishes |
| 5. letter | 6. grapes | 7. puppet | 8. eggs |
| 9. stars | 10. gift | 11. pins | 12. watch |

The following pictures should be coloured: boxes, bricks, dishes, grapes, eggs, stars, and pins.

14. Atlantic Ocean
15. Accept any three of the following answers: ships, ferries, trains, buses, trucks, airplanes, or jets.

Day 17

1. The journal entry should tell what happened to the cabin boy. Did he find civilization? Was he rescued by another ship? Did he live alone on the island? Did he find food and water? Did he die on the island?
2. metal detectors, earphones, undersea lights
3. There were sharks. They had to lift large, heavy chunks of coral to find the treasure.
4. gold and diamond jewellery, a treasure chest, silver coins, a valuable Chinese vase
5. Coral had grown over many of the items.
6. Treasure hunters get to keep half of the treasure they find.
7. The treasures are worth more than money because they tell us about the past.
8. Some of the treasures are displayed in museums.
9. diamond and pearl jewellery, a gold toothpick, gold coins, silver coins called pieces-of-eight
10. A red X is used to show where treasures were discovered.
11. patches, jewels, chests, watches, foxes, crosses

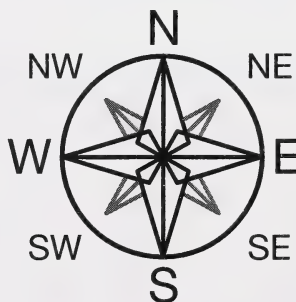
Phonics

Page 98

- | | |
|----------------|-------------|
| 1. crosses | 2. glasses |
| 3. boxes | 4. mixes |
| 5. dresses | 6. churches |
| 7. axes | 8. dishes |
| 9. box | 10. bunch |
| 11. dish | 12. glass |
| 13. dress | 14. patch |
| 15. paintbrush | 16. batch |
| 17. class | 18. lunch |

12. northwest, NW
13. northeast, NE
14. SW
15. SE
16. E

intermediate directions



Day 18

1. to 3. The student is expressing a preference. Any of the answers are acceptable. The student may indicate more than one choice.
4. If a word ends in *ss*, *x*, *ch*, or *sh*, the ending *es* is added.
5. treasures
6. galleons
7. patches
8. reefs
9. boxes

ASSIGNMENT BOOKLET 4B

Grade Three Thematic
Module 4B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

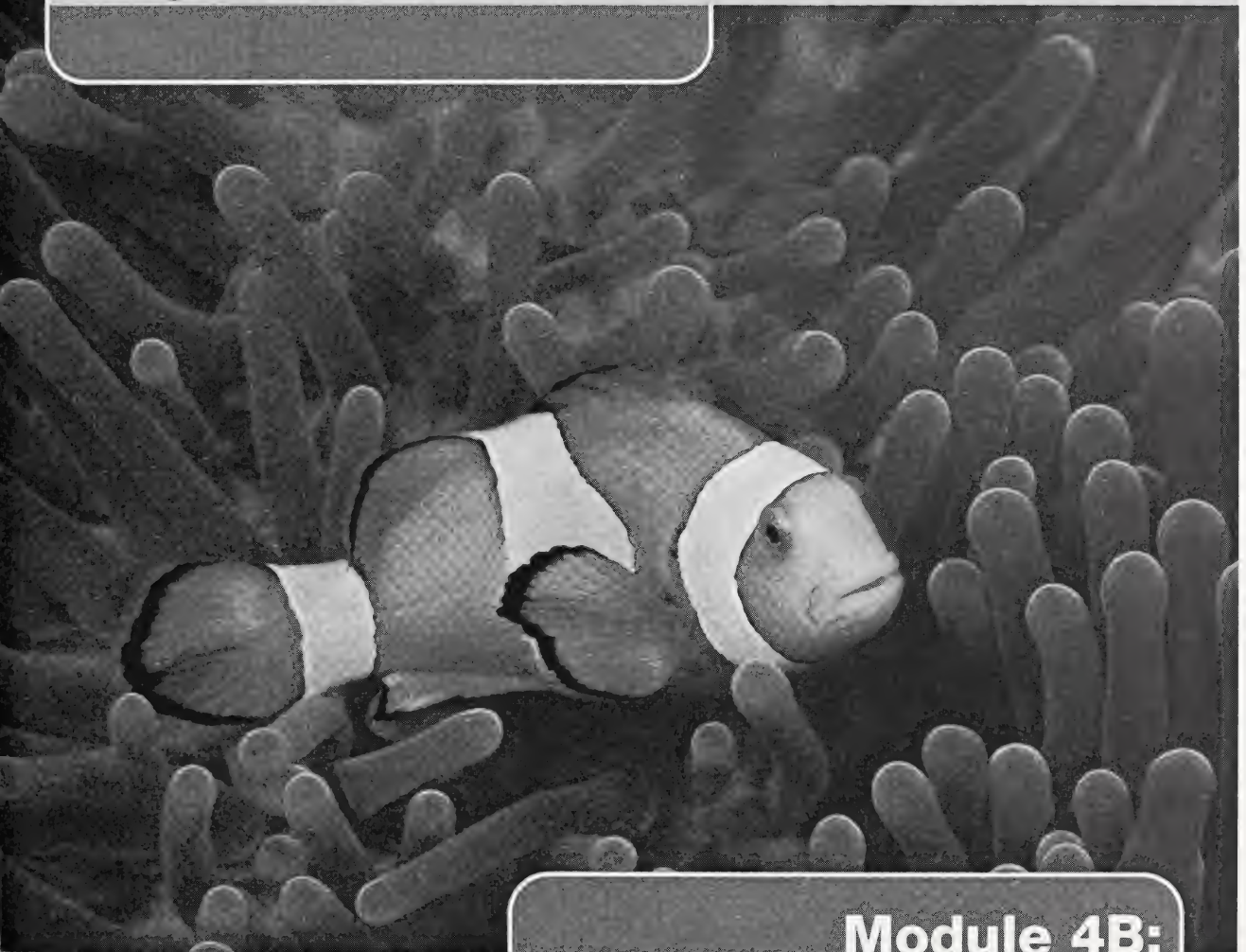
It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

3

Grade Three

Thematic

Assignment Booklet



Module 4B:

What Is Happening?

Day 10 to Day 18

FOR TEACHER'S USE ONLY

Summary

Teacher's Comments

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	
Assignment 9	
Assignment 10	
Assignment 11	
Assignment 12	
Assignment 13	

Grade Three Thematic
Module 4B: What Is Happening?
Assignment Booklet 4B
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

Cover Art: Photodisc/Getty Images

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2006, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

This courseware was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source and must be used as is. This courseware may be reproduced in any form, including photocopying, without the written permission of Alberta Education. Changes can be made only to content owned by Alberta Education. For more detailed information, refer to the Terms of Use Agreement. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.

Assignment 1

Main Ideas

Choose the sentence that best tells the main idea for each paragraph from pages 44 and 45 of "Building Tunnels."

"Tunneling Through the Earth," page 44

1. The main idea in the first paragraph is

- ☐ Engineers build tunnels.
- ☐ It's hard to build tunnels in soft earth.
- ☐ Sand caves in.
- ☐ You can dig holes in sand.

2. The main idea in the second paragraph is

- ☐ Concrete can be used in tunnels.
- ☐ Steel rings may support a tunnel.
- ☐ Tunnel-boring machines can be used to make tunnels.
- ☐ Tunnel-boring machines have teeth.

"Tunneling Through the Rock," page 45

3. The main idea of the first paragraph is

- ☐ The Simplon tunnel is in the Alps.
- ☐ A mucking machine removes rock and muck.
- ☐ The Simplon tunnel is 19.8 km long.
- ☐ Dynamite can be used to build tunnels through rock.

4. The main idea of the second paragraph is

- ☐ Another type of tunnel-boring machine with steel cutters can be used to tunnel through rock.
- ☐ There is a conveyor belt inside the tunnel-boring machine.
- ☐ Carts carry the rock away.
- ☐ This type of tunnel-boring machine has round steel cutters.

Assignment 2

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 3

Man-Made Structures

Attach your photographs or copies of photographs to these pages. Write two or three sentences to tell where you see repeating elements, patterns, textures, or decorations on the man-made objects.

Attach your photograph here.

Assignment 3

continued

Attach your photograph here.

Assignment 4

Rock Samples

Choose the name of each of your rock samples based on your tests and the information from the Rock Chart Key.

pumice

limestone

obsidian

granite

marble

shale

sandstone

1. I think rock sample #1 is _____ because _____.

2. I think rock sample #2 is _____ because _____.

3. I think rock sample #3 is _____ because _____.

4. I think rock sample #4 is _____ because _____.

5. I think rock sample #5 is _____ because _____.

Assignment 4

continued

6. I think rock sample #6 is _____ because

_____.

7. I think rock sample #7 is _____ because

_____.

Assignment 5**Oceans of the World**

Fill in the blanks with the correct ocean.

Pacific Ocean**Atlantic Ocean****Arctic Ocean****Indian Ocean****Southern Ocean**

1. The world's largest ocean is the _____.
2. The world's deepest trench is the Mariana Trench. It is found in the _____.
3. The _____ is triangular in shape.
4. More is known about the _____ than any other ocean because it connects Europe to North America.
5. The _____ is centred on the North Pole.
6. This ocean was divided from the southern portions of the Atlantic, Pacific, and Indian oceans in the year 2000. It is called the _____.
7. The centre of this ocean is covered by continuous drifting polar ice pack. It is the _____.
8. The _____ has monsoon seasons.
9. More than half of the world's fish catch per year comes from the _____.

Assignment 5

continued

10. The _____ has the world's largest ocean current, called the Antarctic Circumpolar current.
11. The _____ is bordered by many active volcanoes.
12. The _____ has very few ports or harbours because of ice.

Assignment 6

Handwriting

Complete each line. Circle your best letter in each line.

l

J

J

J

Copy each sentence once.

Jason lives in an Inuit community.

Taber and Fox Creek are in Alberta.

Assignment 7**Mineral Samples**

Choose the name of each of your mineral samples based on your tests and the information from the Mineral Chart Key.

calcite**mica****magnetite****quartz****calcite****galena**

1. I think mineral sample A is _____ because _____.

2. I think mineral sample B is _____ because _____.

3. I think mineral sample C is _____ because _____.

4. I think mineral sample D is _____ because _____.

5. I think mineral sample E is _____ because _____.

Assignment 7 continued

6. I think mineral sample F is _____ because

_____.

7. The easiest sample to figure out was _____ because

_____.

8. The hardest sample to figure out was _____ because

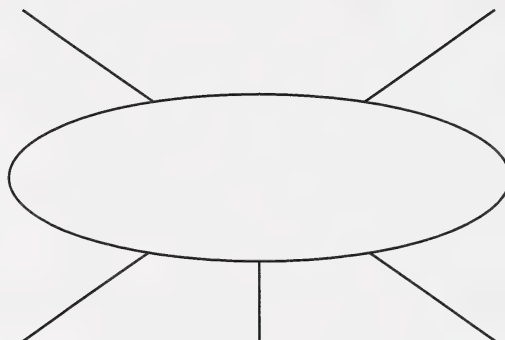
_____.

Assignment 8

Cool Facts

My favourite ocean animal is _____.

Finish the web below. Write at least five facts about your animal.



My sources of information: _____

[illegible]

continued

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Assignment 10

Treasure Map

Create a treasure map to show where the cabin boy hid the treasure chest. Make up symbols, a map legend, and a map compass. Use a dotted line to show the path. Write the instructions on the next page.

continued

continued

Give exact instructions for the map. Use the words *north*, *south*, *east*, *west*, *northeast*, *northwest*, *southeast*, and *southwest*. They should be written as commands. Use the example on page 150 in the Student Module Booklet to help you.

Map Instructions

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Assignment 11

Water Transportation Chart

Complete the chart with words or phrases.

Type of Transportation	Kayak and Umiak	Canoe	Galleon
What is it?	a small boat made of skins stretched over a frame of wood or bone		
How was it powered?			
Who used it?	the Inuit		
Why was it used?			for travel and to haul goods
Where was it used?			

Assignment 12

Spelling Test

Write each word as your home instructor says it.

Assignment 13**Handwriting**

Complete each line. Circle your best letter in each line.

*m**n**H**K*

Copy each sentence once.

*Kelly leaves Monday for Holland.**Neil lives with his Aunt Kimoko.*

Put a check mark beside the things you can do.

- ☐ I can spell and read contractions.
- ☐ I can use a chart to identify rocks and minerals.
- ☐ I can tell the main idea of a paragraph.
- ☐ I can edit my writing to add more details.
- ☐ I can read and make maps.

Student's Comments

Look back to today's Getting Started activity. What is your favourite way to organize information or plan stories?

What is your favourite way to share information?

Check **yes** or **not yet** for each item.

The student is able to

- | | | |
|---|------------------------------|----------------------------------|
| • spell and read contractions and plural nouns | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • recognize the main idea of a paragraph | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • write a topic sentence and supporting sentences | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use pictures and headings to locate information | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • organize information using a web, chart, and story map | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • recognize adaptations of marine animals | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • give examples of transportation methods that are used to move goods | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use cardinal and intermediate directions to locate places on maps | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

Additional Comments

Use this space to make comments about your student's ability to extract pertinent facts from spoken, written, or visual information.

Do you have any questions or comments about this module?

Module 4B

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 10:** pages 89 and 90 from *Modern Curriculum Press Phonics: Level C*
- ☐ **Days 11:** Rock Chart
- ☐ **Day 13:** Mineral Chart
- ☐ **Day 15:** photograph of sea mural (optional)
- ☐ **Day 18:** adventure story
- ☐ **Day 18:** Assignment Booklet 4B